

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

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FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: North Middle High School
Principal: Alvin D. Pressley

District: Orangeburg Consolidated #5
Superintendent: Melvin Smoak

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Based upon review of North Middle School's School Renewal Plan (SRP), review of our Mission and Beliefs, analysis of school-wide PACT scores, SCANTRON Benchmark, THINKLINK data, and External Review Team (ERT) findings, the following Focused School Renewal Plan (FSRP) was developed. Initiatives and strategies to address achievement goals focus on reading, writing, science, and social studies. Currently, North Middle School has a population of 140 students and 10 teachers in grades 6-8. The school's Leadership and Middle School Teams agree that our students must move to a higher performance level on PASS in order to make expected progress and move out of the "unsatisfactory" category.

The first chart below indicates North Middle School's performance on the 2007 School Report Card. North Middle School received an absolute index of 2.4, equating to a rating of "unsatisfactory" on the report card. In order for North Middle School to meet expected progress on the 2010 School Report Card, we must increase our absolute index 0.3 points from 2.4 to 2.7.

2007 PACT Scores For North Middle High School									
	5	4	3	2	1	Total Students	Average		
ELA	0	14	62	26	52	154	2.246753		Projection
Math	7	12	75	32	28	154	2.597403		2.4
Science	8	9	25	32	28	102	2.382353		
SS	4	5	30	41	23	103	2.281553		

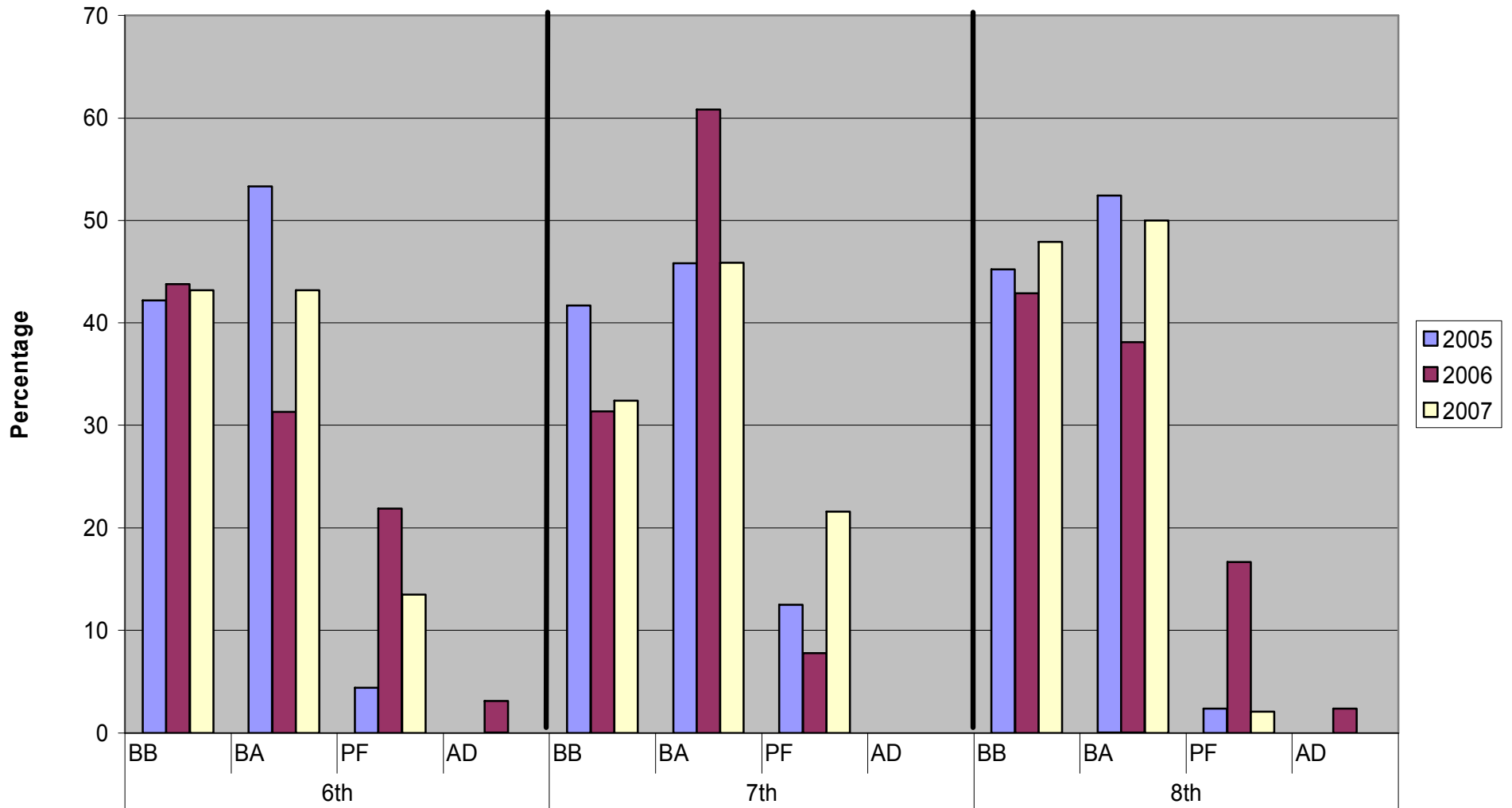
The second chart shows how we used the report calculator to assist our School Leadership Team with setting targets and goals that will enable us to make expected progress.

Projection for 2010									
	5	4	3	2	1	Total Students	Average		
ELA	10	14	62	26	42	154	2.506494		Projection
Math	12	17	75	32	18	154	2.824675		2.7
Science	8	19	30	27	18	102	2.72549		
SS	9	15	25	31	23	103	2.572816		

As part of the collaborative process the school's leadership team, which consists of the principal, two assistant principals, administrative assistant, instructional coach, middle school team leader, and the department chairs for English, math, and science began working on the Focused School Renewal Plan January 29, 2008. A brief overview of the process was presented to the faculty during a faculty meeting by the External Review Team (Betty Dicks and Dr. Lynn Cary). The ERT then met with the middle school team on January 31, 2008, to review the PACT data and discuss how the focused goals should be written. The middle school team then met on February 1, 2008, to develop preliminary goals. These goals were presented to the ERT when they returned on February 4, 2008. Further information and feedback were given to the administrators and middle school team concerning the goals and strategies for the FSRP. Over the next several weeks, the faculty met and reached consensus on goals and strategies. The final plan was compiled with this information and was submitted to the ERT. After presenting the plan to the ERT, final revisions were made based on the ERT's recommendation.

Through the External Review process, our PACT data over the last three years was used to identify trends. Science and social studies had the largest percentage of students scoring below basic (see charts on pages 4, 5, and 6). Further review of the 2007 ELA data showed that our African American population had the greatest number of students scoring below basic at 51.6% while our Caucasian population scored at 46.2% below basic. In science, the scores were African American at 67.2% below basic and Caucasians at 45.9% below basic and in social studies, 67.7% of our African American population scored below basic and 46.9% of our Caucasian population scored below basic. Sixty-four percent (64%) of our free and reduced lunch population scored below basic in science, 55% scored below basic in social studies, and 68% scored below basic in social studies. We decided that our FSRP should address these achievement gaps.

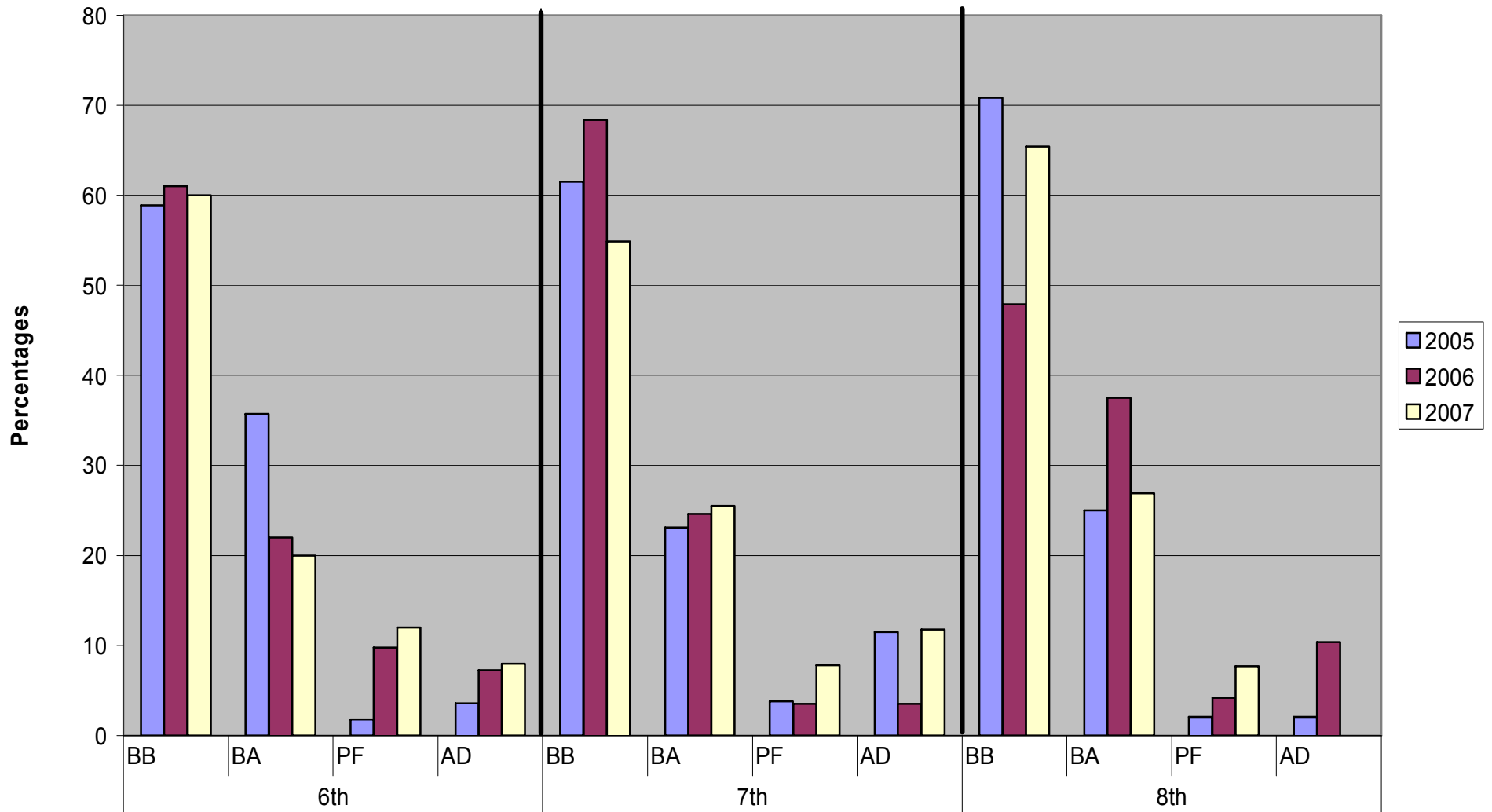
ELA PACT Scores



2005	42.2	53.3	4.4	0	41.7	45.8	12.5	0	45.2	52.4	2.4	0
2006	43.8	31.3	21.9	3.1	31.4	60.8	7.8	0	42.9	38.1	16.7	2.4
2007	43.2	43.2	13.5	0	32.4	45.9	21.6	0	47.9	50	2.1	0

Category

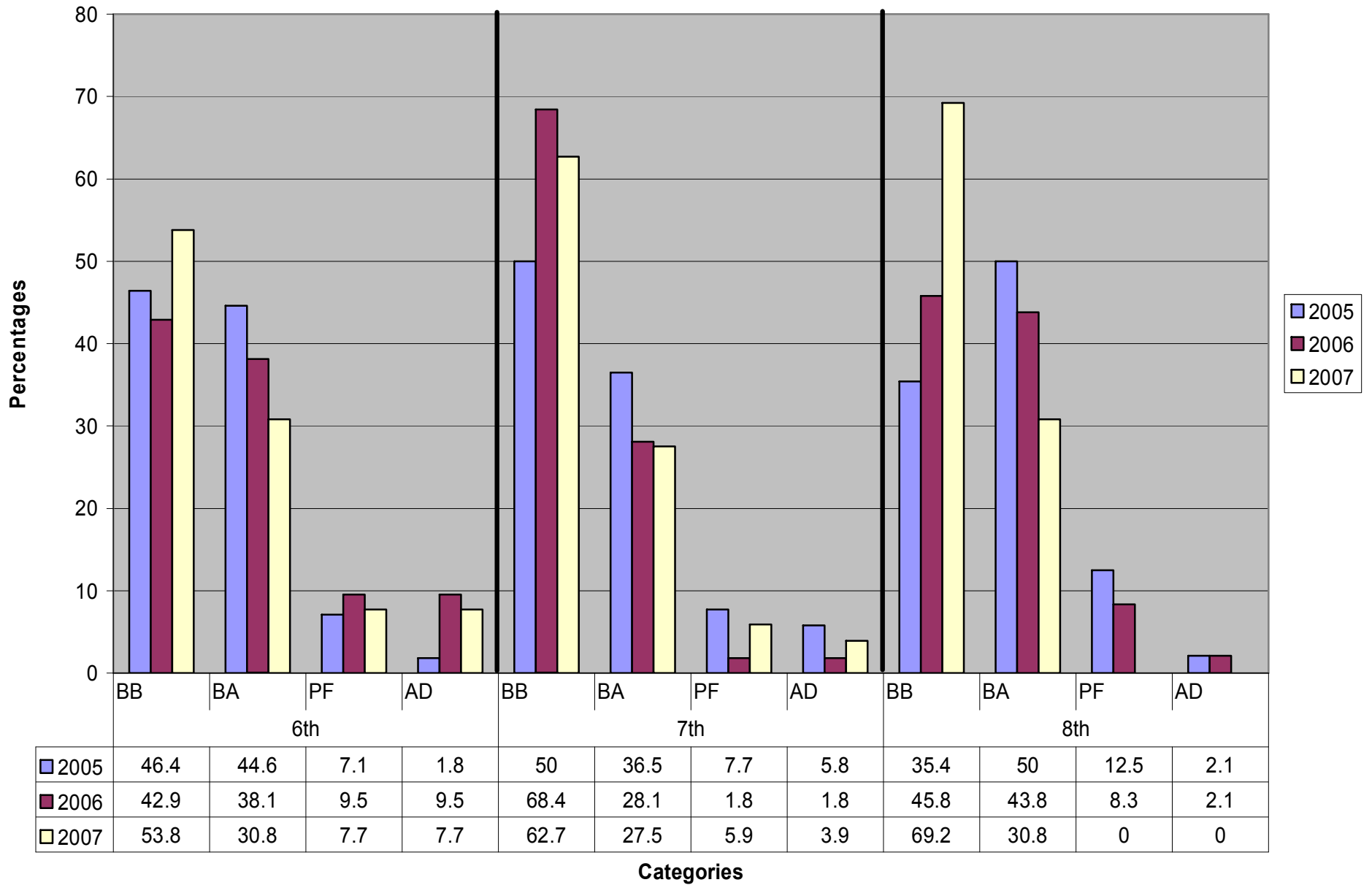
Science PACT Scores



2005	58.9	35.7	1.8	3.6	61.5	23.1	3.8	11.5	70.8	25	2.1	2.1
2006	61	22	9.8	7.3	68.4	24.6	3.5	3.5	47.9	37.5	4.2	10.4
2007	60	20	12	8	54.9	25.5	7.8	11.8	65.4	26.9	7.7	0

Categories

Social Studies PACT Scores



We have developed this FSRP to address the achievement gaps in reading, science, and social studies.

Focused Goal 1:

During the 2008-2009 school year, 70% of all middle school students will show an increase in reading level of 1.0 as measured by STAR Reading Testing by April 1, 2009.

Focused Goal 2:

During the 2008-2009 school year, 50% of all middle school students will meet or exceed grade level standard on PASS Science, as measured by the adopted Anderson Five Curriculum benchmark test by April 1, 2009.

Focused Goal 3:

During the 2008-2009 school year, 48% of all middle school students will meet or exceed grade level standard on PASS Social Studies, as measured by the adopted Anderson Five Curriculum benchmark test by April 1, 2009.

Various programs and research-based best practices will be used across the curriculum to achieve our goals. These programs include, but are not limited to, Drop Everything and Read, Accelerated Reader, Principal's reading circle and essay contest, reading across the curriculum, summer reading lists, embedded remediation in the school schedule, PASS-like scoring of students writing, student mentoring groups, summer reading camps, word walls, Literacy and Science Day, hands-on learning activities, and content level planning.

North Middle School teachers will receive professional development on reading, other needs identified through a teacher survey, and how to analyze and utilize data in the classroom. The teachers also plan to use various forms of technology (i.e. interactive white boards, Curriculum on Wheels, computer labs, and software) to enhance instruction.

The progress of the FSRP will be monitored through evaluation sheets (monthly) for teachers and administrators to make certain that all parties involved are completing the strategies outlined in this plan. We will also monitor the plan to ensure that we are on track for meeting our expected progress goals.

Revisions

Rational for changes made to the FSRP for 2008-2009

Changes made to the School Timeline

- 1. The purchasing of books for SSR was moved from July to September. The budget was not completed until the end of August and therefore material could not be purchased until September 2008.**
- 2. Monthly teacher progress evaluation sheets and principal's monthly evaluation sheets for August were moved to September due to the short month of August.**
- 3. Completing the STAR reading assessment was moved from November to December to give enough time to disaggregate and use the data to drive instruction.**
- 4. The Accelerated Reader Usage and Data Report Due date was moved from February to March to give more time to disaggregate and use the data before the April 1 deadline.**
- 5. The analysis of MAP and STAR data by the 2nd week of February was moved to March to give more time to disaggregate and use the data before the April 1 deadline.**

Changes made to Focused Goal #2

- 1. The beginning date of 10/2008 was changed to 9/2008 for strategy #8: Teachers will develop hands on, project based instruction that will focus on individual PASS standards, because the district rotates science kits and the first kits have already been delivered.**

Changes made to Principal Goals #1 and #2

- 1. Rewritten as SMART goals to reflect the attainment of the school's goals**

Changes made to District Goals

- 1. District goals were rewritten as SMART goals and revised to match the school's goals.**

School Timeline

MONTH	ACTIVITY
JULY 2008	<p>Purchase materials for on going professional development on reading in the content area for all areas (Assistant Principal & Principal)</p> <p>Develop the professional development schedule for the year (Assistant Principal & Principal)</p>
AUGUST 2008	<p>Begin conferences with students scoring 5-10 points below band level on PASS. Conferences will be completed in September. (All Content Area Teachers)</p> <p>Submit to assistant principal 2 samples of Weekly Writing Prompt (ELA teachers)</p> <p>Submit to assistant principal 1 sample of Current Events Writing (Social Studies teachers)</p> <p>Submit to media specialist and assistant principal the monthly word of the day list for September (All Content Area Teachers)</p>
SEPTEMBER 2008	<p>Purchase books for Sustained Silent Reading for all content areas (Assistant Principal & Principal)</p> <p>Complete MAP, or Benchmark Assessment (All Content Area Teachers)</p> <p>Analysis of MAP Data by Sept. 30th (All Content Area Teachers and Assistant Principal)</p> <p>Complete STAR Reading Assessment (Media Specialist, ELA Teachers)</p> <p>Analysis of STAR Reading Assessment Data by Sept. 30th (Media Specialist, ELA Teachers)</p> <p>Preliminary PASS Essays to be submitted for grading (ELA Teachers)</p> <p>Professional Development: Data Walls and Teachers Working Together-Students' overall performance in class will be displayed and focus groups will be identified. Teachers will begin sharing lesson plans (Assistant Principal)</p> <p>Submit to assistant principal 4 samples of Weekly Writing Prompt (ELA teachers)</p> <p>Submit to assistant principal 2 samples of Current Events Writing (Social Studies teachers)</p> <p>Submit to media specialist and assistant principal the monthly word of the day list for October (All Content Area Teachers)</p> <p>Principal's Essay Contest winner to be submitted by Sept 30th (Principal)</p> <p>Submit to assistant principal the monthly teacher progress evaluation sheets (Administrators)</p> <p>Submit principals monthly evaluation sheets (ERTL)</p>
OCTOBER 2008	<p>Accelerated Reader Usage and Data Report Due (Media Specialist)</p> <p>Have conferences with students scoring 5-10 points below band level on PASS (All Content Areas)</p> <p>Submit to assistant principal 4 samples of Weekly Writing Prompt (ELA Teachers)</p> <p>Submit to assistant principal 2 samples of Current Events Writing (Social Studies Teachers)</p> <p>Professional Development on Differentiated Instruction- Teachers will denote strategies used in the lesson plans (Assistant Principal & Principal)</p> <p>Submit to media specialist and assistant principal the monthly word of the day list for November (All Content Area Teachers)</p> <p>Principal's Essay Contest winner to be submitted by Oct 30th (Principal)</p> <p>Submit to assistant principal the monthly teacher progress evaluation sheets (Administrators)</p>

	Submit principals monthly evaluation sheets (ERTL)
NOVEMBER 2008	<p>Complete MAP, or Benchmark Assessment (All Content Area Teachers)</p> <p>Analysis of MAP, or Benchmark Data by Nov. 30th (All Content Area Teachers and Assistant Principal)</p> <p>Complete STAR Reading Assessment (Media Specialist, ELA Teachers)</p> <p>Analysis of STAR Reading Assessment Data by Nov. 30th (Media Specialist, ELA Teachers)</p> <p>Submit to assistant principal 4 samples of Weekly Writing Prompt (ELA Teachers)</p> <p>Submit to assistant principal 2 samples of Current Events Writing (Social Studies Teachers)</p> <p>Professional Development: Strategies for creating a classroom culture of high expectations- Teachers will use the strategies to increase student performance by creating a culture of learning (Assistant Principal, Principal)</p> <p>Submit to media specialist and assistant principal the monthly word of the day list for December (All Content Area Teachers)</p> <p>Principal's Essay Contest winner to be submitted by Nov. 30th (Principal)</p> <p>Submit to assistant principal the monthly teacher progress evaluation sheets (Administrators)</p> <p>Submit principals monthly evaluation sheets (ERTL)</p>
DECEMBER 2008	<p>Accelerated Reader Usage and Data Report Due (Media Specialist)</p> <p>Mid Year PASS Essays to be submitted for grading (ELA Teachers)</p> <p>Have conferences with students scoring 5-10 points below band level on PASS (All Content Areas)</p> <p>Submit to assistant principal 4 samples of Weekly Writing Prompt (ELA Teachers)</p> <p>Submit to assistant principal 2 samples of Current Events Writing (Social Studies Teachers)</p> <p>Professional Development on Interdisciplinary lessons (continued)- creating linked lessons within the science and math classrooms and English and social studies classrooms to address student deficiencies (Assistant Principal & Principal)</p> <p>Submit to media specialist and assistant principal the monthly word of the day list for January (All Content Area Teachers)</p> <p>Principal's Essay Contest winner to be submitted by Dec. 20th (Principal)</p> <p>Submit to assistant principal the monthly teacher progress evaluation sheets (Administrators)</p> <p>Submit principals monthly evaluation sheets (ERTL)</p>
JANUARY 2009	<p>Submit to assistant principal 4 samples of Weekly Writing Prompt (ELA Teachers)</p> <p>Submit to assistant principal 2 samples of Current Events Writing (Social Studies Teachers)</p> <p>Professional Development on Interdisciplinary lessons (continued)- creating linked lessons within the science and math classrooms and English and social studies classrooms to address student deficiencies (Assistant Principal & Principal)</p> <p>Submit to media specialist and assistant principal the monthly word of the day list for February (All Content Area Teachers)</p> <p>Principal's Essay Contest winner to be submitted by Jan. 30th (Principal)</p> <p>Submit to assistant principal the monthly teacher progress evaluation sheets (Administrators)</p>

	Submit principals monthly evaluation sheets (ERTL)
FEBRUARY 2009	<p>Complete MAP Assessment (All Content Area Teachers)</p> <p>Professional Development on literacy across the curriculum- writing within all content areas to address the reading goal (Assistant Principal & Principal)</p> <p>Submit to media specialist and assistant principal the monthly word of the day list for March (All Content Area Teachers)</p> <p>Start preparation for Summer Reading Camp (All Content Area Teachers)</p> <p>Principal's Essay Contest winner to be submitted by Feb. 30th (Principal)</p> <p>Submit to assistant principal the monthly teacher progress evaluation sheets (Administrators)</p> <p>Submit principals monthly evaluation sheets (ERTL)</p>
MARCH 2009	<p>Accelerated Reader Usage and Data Report Due (Media Specialist)</p> <p>Complete STAR Reading Assessment (Media Specialist, ELA Teachers)</p> <p>Begin PASS Review (All Content Area Teachers)</p> <p>Analysis of MAP Data by 2nd Week of March. (All Content Area Teachers and Assistant Principal)</p> <p>Analysis of STAR Reading Assessment Data by 2nd Week of March (Media Specialist, ELA Teachers)</p> <p>Professional Development on testing strategies for the PASS. This will address all of the goals (Assistant Principal & Principal)</p> <p>Have conferences with students scoring 5-10 points below band level on PASS (All Content Areas)</p> <p>Submit to assistant principal 4 samples of Weekly Writing Prompt (ELA Teachers)</p> <p>Submit to assistant principal 2 samples of Current Events Writing (Social Studies Teachers)</p> <p>Submit to media specialist and assistant principal the monthly word of the day list for April (All Content Area Teachers)</p> <p>Principal's Essay Contest winner to be submitted by March 30th (Principal)</p> <p>Submit to assistant principal the monthly teacher progress evaluation sheets (Administrators)</p> <p>Submit principals monthly evaluation sheets (ERTL)</p>
APRIL 2009	<p>Continue PASS Review (All Content Area Teachers)</p> <p>Submit to assistant principal 4 samples of Weekly Writing Prompt (ELA Teachers)</p> <p>Submit to assistant principal 2 samples of Current Events Writing (Social Studies Teachers)</p> <p>Purchase books for required reading list for SY 2009-2010 (including summer reading) (Principal)</p> <p>Submit to media specialist and assistant principal the monthly word of the day list for May (All Content Area Teachers)</p> <p>Finalize preparations for Summer Reading Camp (All Content Area Teachers)</p> <p>Principal's Essay Contest winner to be submitted by April 30th (Principal)</p> <p>Submit to assistant principal the monthly teacher progress evaluation sheets (Administrators)</p> <p>Submit principals monthly evaluation sheets (ERTL)</p>
May 2009	PASS Testing

	<p>Survey teachers on their needs for 2009-2010</p> <p>Meet with teams to evaluate the effectiveness of strategies implemented to improve instruction</p> <p>Conduct individual teacher conferences regarding year-long observations and projected student data from MAP with an emphasis on what can be improved for 2009-2010</p>
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1:

Seventy percent (70%) of all middle school students will show an increase in reading level of 1.0 as measured by STAR Reading Testing by April 1, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
During the months of September (2008), December (2008), and March (2009), students will be assessed using STAR testing.	Lisa Cave, Media Specialist; Donyale Mosley, Asst. Principal; Teachers	9/2008 11/2008 2/2009	<p>The Accelerated Reader Program is an effective way to get students to read and improve their reading skills.</p> <ul style="list-style-type: none"> • The media specialist will introduce the Accelerated Reader Program to all teachers and students during the month of September. • Students will be given the STAR pretest to determine their reading ranges. This information will be explained to the students and teachers. The media specialist will help students select books that are within their ranges. • As students complete books, they will take tests to ascertain their level of reading skills. Teachers and they will receive immediate feedback on their success and use this information to help students move to the next level. • The teachers, media specialist and administrative staff will analyze and graph data every 41\2 weeks to assess student progress. • The media specialist will post the names weekly of the students who achieve their goals and incentives will be awarded weekly. The media specialist will keep the principal informed of any teacher who is not using the AR Program. • Teachers will use the data to encourage students and for improving instructional planning. <p>Lisa Cave, Media Specialist</p>
Utilize Accelerated Reader (AR) to enhance reading comprehension skills and provide additional reading opportunities.	English Teachers	8/2008	<ul style="list-style-type: none"> • The administrative team will review lesson plans weekly to determine the number of times AR is scheduled and when the students go to the media center. The Dept Chairperson will make weekly visits to the media center to observe students

			<p>taking AR quizzes.</p> <ul style="list-style-type: none"> The media specialists and Dept. Chairperson will help teachers determine the reading levels and assist teachers with using the data to improve instruction. <p>English Teachers</p>
Implement Drop Everything And Read (DEAR) Program for grades 6-8 in all contents areas.	Middle School Teachers	9/2008	<ul style="list-style-type: none"> The principal will plan time daily in the master schedule for DEAR (Drop Everything and Read). Administrators' weekly observation records during DEAR time will denote implementation. Teachers will receive feedback from their observations with suggestions and commendations. <p>A. Pressley, Principal</p>
Teachers will receive Professional Development on instructional approaches and strategies for teaching and learning in their classrooms. (e.g. content delivery, teaching effectiveness, classroom management)	Donyale Mosley, Asst. Principal; A. Pressley, Principal	8/2008	<p>Equipping teachers with the skills that they need will improve teaching and learning.</p> <ul style="list-style-type: none"> Using the information collected from professional development needs assessment school and/or district personnel will conduct weekly training to address teaching strategies. The administrative team will view lesson plans weekly to determine if the strategies are being implemented. The team will also observe classes and give feedback weekly on the level of implementation of the strategies. Sign in rosters will be maintained to show teacher participation, and a folder will be maintained which will include examples of problems used, rosters, handouts, etc. from professional development. Surveys will give teachers the opportunity to assess the effectiveness of the training. <p>Donyale Mosley, Asst. Principal</p>
Additional Instructional Time for remediation of PASS skills in Science, Social Studies, Math and ELA	Donyale Mosley, Asst. Principal; A. Pressley, Principal	8/2008	<ul style="list-style-type: none"> The principal will schedule time in the master schedule daily for remediation. Student focus group rosters will be kept denoting student participation. Teachers will create classroom tests weekly and benchmark tests quarterly to assess students' knowledge of PASS skills. Teachers will discuss student needs during weekly team meetings. Flexible grouping will allow students to receive the additional help that they need in the core areas. Notes from the meeting will be given to the principal to show that individual student needs are being

			met. A. Pressley, Principal
Begin a required reading list (including summer reading) for all grade levels to increase content knowledge.	English Teachers; Leois Jamison, MS Dept. Chair	7/2008	Reading lists help teachers encourage students to read books on their grade level. <ul style="list-style-type: none"> Teachers will compile a reading list for each grade level at the beginning of the school year. Students will keep a list of books that they read in their reading journals. Teachers will review the notebooks quarterly to gauge students' participation and provide comments\incentives. .Erin Warne, ELA Teacher
Students will write a PASS-like essay that will be scored using the PASS rubric during the months of September, November, and February.	English Teachers; Donyale Mosley, Asst. Principal	9/2008 11/2008 2/2009	Practicing PASS-like essays will strengthen students' writing skills. <ul style="list-style-type: none"> After teaching students the scoring rubric, they will write simulated, school-wide Pass-like essays quarterly. All content area teachers will score the essays, using the rubric, and feedback will be given to the students. The essays will be returned to the English teachers to be placed in the student folders. English teachers will use information from the essays to improve instruction. English Teachers
Implement the Word of the Day by content area in all classes. These words will focus on vocabulary development.	English Teachers; Leois Jamison, MS Dept. Chair	9/2008	Vocabulary development is key to improving reading skills. <ul style="list-style-type: none"> Each content teacher will generate a list of 30 – 40 vocabulary words at the beginning of the school term to submit to the media specialist. The media specialist will compile the list and share it with the assistant principal. A word will be read each day from the media center and posted daily in classrooms. Teachers will create classroom activities to assess students' knowledge of the words. Results will be shared with the assistant principal. Erin Warne, English Teacher
Mentor groups will conduct individualized student conferences for the students scoring 5-10 points below achievement band to set goals and strategies for increasing student performance on the ELA subtest.	Leois Jamison, MS Dept Chair; Middle School Teachers	9/2008	Targeting students who are a few points from meeting the next level of achievement can improve the school's rating. <ul style="list-style-type: none"> Student who scored 5 – 10 points from the next achievement level will be placed in mentor groups. Mentor groups will meet monthly and folders with meeting dates and discussion notes will be kept on file with the teacher holding the conference. MS Dept chair will review the records monthly to

			<p>determine progress of the mentoring strategy. Feedback will be given to the teachers. Written reports will be given to the principal.</p> <p>Leois Jamison, MS Dept Chair</p>
Students will maintain Reading Logs in order to develop their independent reading skills and comprehension level.	English Teachers	9/2008	<ul style="list-style-type: none"> Each student will have reading log that is monitored by teachers who will review them weekly. The MS Dept chair will review the logs bi-monthly and give feedback to the teachers. <p>English Teachers</p>
Organize a weeklong summer reading camp for students (based on reading levels and interests) focusing on deficient reading skills.	Middle School Teachers	2/2009	<p>Reading during the summer helps ensure students do not lose knowledge gained during the previous year.</p> <ul style="list-style-type: none"> Students who are struggling with reading will be identified in May and encouraged to attend a weeklong summer reading camp. Student rosters will be kept by the teachers and will include attendance and discussion topics. Transportation will be provided for students who need it. Students will take a pretest at the beginning of the program and a posttest at the end of the week to determine progress in skill development. Teachers will provide written feedback to the principal on student progress. Daily Administrators' observations will record whether these strategies are being implemented. Student folders will denote progress <p>Leois Jamison, MS Dept. Chair</p>
Institute Reading Camp Seminar groups during the school year to continue the focus on reading skills begun during the summer Reading Camp.	Middle School Teachers	9/2009	<ul style="list-style-type: none"> Students who participate in the summer reading program will be invited to be a part of seminar groups during the school year. Rosters will be kept by the teachers and will include attendance and agenda topics. Groups will meet quarterly as planned on the master schedule. Written feedback will be given to the students and the principal regarding student progress. Administrators will observe these groups quarterly. <p>Leois Jamison, MS. Dept. Chair</p>
Include journal writing as part of reading assignments when possible to make connections to real life experiences across curricula.	Middle School Teachers	10/2008	<ul style="list-style-type: none"> Teacher weekly lesson plans will indicate when journal writing will occur. Teachers will check journal writing and give students feedback Administrators' will review lesson plans weekly and samples of student journal entries bi-monthly and give written feedback to teachers.

			Principal and English Teachers
Students will read aloud to support word attack, decoding, encoding, fluency, and accuracy at least once each week in all content areas.	Middle School Teachers	9/2008	<ul style="list-style-type: none"> Teacher weekly lesson plans will indicate when oral reading will occur in each content area as well as the specific target skills. Administrators will observe oral reading monthly and give written feedback to teachers. Principal English Teachers
Utilize reading strategies such as reading along with tapes, reading pairs, round robin readings, etc. in order to increase students' reading level.	English Teachers	9/2008	<ul style="list-style-type: none"> Teacher weekly lesson plans will denote the reading strategies being taught. Administrators will review lesson plans and observe lessons weekly to see if these strategies are being taught. Written feedback will be given to the teachers. Any identified weaknesses will require a conference with the observer. STAR test results will assist in determining if the strategy impacted students' scores. Principal and English Teachers
Students will respond to a writing prompt in English at least once each week, and they will receive corrective feedback on their proper use of the writing process.	English Teachers	9/2008	<ul style="list-style-type: none"> Teacher weekly lesson plans will indicate the day that writing will be taught. The activity and samples of students' published writing will be graded, discussed with the students and placed in their folders. Teachers will administer classroom tests weekly and benchmark tests quarterly to assess students' knowledge of the writing process. Administrators will review lesson plans weekly and observe classes. Written feedback or conferencing will be the follow-up. English Teachers

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2:

During the 2008-2009 school year, 50% of all middle school students will meet or exceed grade level standard on PASS Science as measured by the adopted Anderson Five Curriculum benchmark test by April 1, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
During the months of September (2008), December (2008), and February (2009), students will be assessed using benchmark testing.	Donyale Mosley, Asst. Principal; Teachers	9/2008 11/2008 2/2009	<ul style="list-style-type: none"> Students will take the Anderson five benchmark test for science during September. Administrators and science teachers will analyze the data and graph it quarterly for comparison for future tests. Teachers will use the data for instructional planning, and administrators will monitor lesson plans weekly for data driven planning. Written feedback and or conferencing will inform teachers of their level of implementation. Donyale Mosley, Asst. Principal
Use the Anderson Five adopted curriculum benchmark assessments to set individual and teacher goals.	Science Teachers; Donyale Mosley, Asst. Principal	9/2008	<ul style="list-style-type: none"> Using the data from the Anderson Five benchmark, teachers and students will set goals for each nine-week period. Copies of the teacher goals will be reviewed each nine-week period with the principal during a conference, which will address the data used to set the goal. Student goals will be reviewed with the teacher and shared with the parents. Student goals will be reviewed twice per quarter to make sure that students are on target to meet their goals. New goals will be set each quarter in an effort to reach the school's achievement goal.
Implement research-based curriculum in classroom instruction such as Foss Kits, STC kits, COW, etc.	Science Teachers	10/2008	Hands-on science experiences is a crucial part of improving students' understanding of science concepts. <ul style="list-style-type: none"> Teacher lesson plans will be reviewed weekly to assess the use of science kits. Administrators will observe lessons weekly using the

			<p>kits and give written feedback to teachers.</p> <ul style="list-style-type: none"> • Samples of student projects and work will be kept in the classroom and in student folders that can be viewed by administrators. • Science teachers will collaborate and coordinate their use of the hands-on kits. • Benchmark tests will be scored to assist in determining if the strategy impacted students' scores. <p>Science Teachers</p>
Mentor groups will conduct individualized student conferences for the students scoring 5-10 points below achievement band to set goals and strategies for increasing student performance on the science subtest.	Leois Jamison, MS Dept Chair; Middle School Teachers	9/2008	<p>Targeting students who are a few points from meeting the next level of achievement can improve the school's rating.</p> <ul style="list-style-type: none"> • Student who scored 5 – 10 points from the next achievement level will be placed in mentor groups. • Mentor groups will meet monthly and folders with meeting dates and discussion notes will be kept on file with the teacher holding the conference. • MS Dept chair will review the records monthly to determine progress of the mentoring strategy. Feedback will be given to the teachers. Written reports will be given to the principal. <p>Leois Jamison, MS Dept Chair</p>
Science teachers will implement the Writing to Explain Process by requiring students to write explanations they use when solving problems.	Donyale Mosley, Asst. Principal; Science Teachers	8/2008	<ul style="list-style-type: none"> • Administrators will review weekly lesson plans and observe classes to determine when teachers are using the writing to explain process. Written feedback will be given. • Teachers will grade tests, discuss the results with the students, keep records of tests containing process explanation items, and discuss the results at team meetings bi-monthly. • Students who are struggling with this skill will be given assistance during remediation. <p>Christopher Wiredu, Science Teacher</p>
All science teachers will implement a PASS science question of the day to use as a class starter or warm-up activity.	Donyale Mosley, Asst. Principal; Science Teachers	8/2008	<ul style="list-style-type: none"> • Teacher weekly lesson plans will denote the science question of the day as a class starter or warm up activity. • Teachers will use some of the question of the day items on their daily\ weekly quizzes to make sure students are retaining the information. • Teachers will provide feedback with correct responses if students give incorrect answers. <p>Christopher Wiredu, Science Teacher</p>

Students will respond to writing prompt in science at least once each week and they will receive corrective feedback on their proper use of the writing process.	Science Teachers; Leois Jamison, MS Dept. Chair	8/2008	<ul style="list-style-type: none"> Teacher weekly lesson plans will denote the day that the writing prompt will be used. Administrators will monitor lesson plans and observe classes monthly to determine if this strategy is occurring. Conferences will be scheduled as needed. Teachers will grade the writing and give corrective feedback to their students. <p>Science Teachers</p>
Teachers will develop hands-on, project-based instruction that will focus on individual PASS standards.	Science Teachers	9/2008	<ul style="list-style-type: none"> Teacher weekly lesson plans will indicate the hands on activities and projects. Students will be taught lab safety and basic group expectations. Teachers will grade projects with an emphasis on PASS skills and the science standard. Quarterly benchmark results will assist in determining if the strategy impacted students' scores. Student work will be available for review by the administration. <p>Science Teachers</p>
The science teacher will construct a word wall using PASS science vocabulary words (activities include word sorts, games, puzzles, etc.).	Science Teachers	9/2008	<ul style="list-style-type: none"> Teacher weekly lesson plans will denote the vocabulary words and any activities that will be used for instruction. Administrators will observe lessons and will record whether these strategies are being implemented. Written or verbal feedback will be given to the teacher. <p>Science Teachers</p>
Teachers will receive Professional Development on instructional approaches and strategies for teaching and learning in their classrooms. (e.g. content delivery, teaching effectiveness, classroom management)	Donyale Mosley, Asst. Principal; A. Pressley, Principal	8/2008	<p>Equipping teachers with the skills that they need will improve the teaching and learning.</p> <ul style="list-style-type: none"> Using the information collected from professional development needs assessment school and/or district personnel will conduct weekly training to address teaching strategies. The administrative team will view lesson plans weekly to determine if the strategies are being implemented. The team will also observe classes and give feedback weekly on the level of implementation of the strategies. Sign in rosters will be maintained to show teacher participation, and a folder will be maintained which will include examples of problems used, rosters, handouts, etc. from professional development. Surveys will give teachers the opportunity to assess the effectiveness of the training. <p>Donyale Mosley, Asst. Principal</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 3:
During the 2008-2009 school year, 48% of all middle school students will score meet or exceed grade level standard on PASS Social Studies as measured by the adopted Anderson Five Curriculum benchmark test by April 1, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
During the months of September (2008), December (2008), and February (2009), students will be assessed using benchmark testing.	Donyale Mosley, Asst. Principal; Teachers	9/2008 11/2008 2/2009	<ul style="list-style-type: none"> Students will take the Anderson five benchmark test for social studies during September. Administrators and science teachers will analyze the data and graph it for comparison for future tests. Teachers will use the data for instructional planning, and administrators will monitor lesson plans weekly for data driven planning. Written feedback and or conferencing will inform teachers of their level of implementation. Donyale Mosley, Asst. Principal
Teachers will use news related articles, Channel One and stories, at least bi-weekly to assist students with making correlations between topics of social studies (government, geography, history, economics, etc.) and current events. Students will give a written response following the current events discussions.	Social Studies Teachers	9/2008	<ul style="list-style-type: none"> Teachers' weekly lesson plans will indicate that students are using news related articles and stories bi-weekly to learn and apply social studies skills. Students will write and discuss their reactions to the articles\stories. These will be discussed and kept in the student notebook\folder. Administrators will review lesson plans weekly, conduct class observations weekly, and provide written feedback from the observations. Conferences will be held as needed. Social Studies Teachers
The social studies teacher will construct a word wall using PASS social studies vocabulary words (activities include word sorts, games, puzzles, etc.).	Social Studies Teachers	9/2008	<ul style="list-style-type: none"> Teacher weekly lesson plans will denote the vocabulary words and any activities that will be used to teach the vocabulary words. Administrators will observe lessons weekly and will record whether these strategies are being implemented. Written or verbal feedback will be given to the teachers. Social Studies Teachers

The social studies teachers will explicitly teach structured note-taking strategies (Reading Quest) for students to use as they take notes in class.	Social Studies Teachers	9/2008	<ul style="list-style-type: none"> Teachers' weekly lesson plans will denote the note-taking strategies and sample student notes will be placed in student folders. Students will have an opportunity to practice note-taking skills several days a week during the months of August and September. Administrators will monitor lesson plans bi-monthly to see whether these strategies are being implemented. Written or verbal feedback will be given. <p>Social Studies Teachers</p>
Students will complete Web Quests and Graphic Organizers to study specific social studies topics that will strengthen their knowledge base.	Social Studies Teachers	9/2008	<ul style="list-style-type: none"> Weekly lesson plans will denote Web Quest and graphic organizer activities. Weekly administrators' observations will record whether these strategies are being implemented. Feedback will be given to the teachers. <p>Social Studies Teachers</p>
Mentor groups will conduct individualized student conferences for students scoring 5-10 points below achievement band to set goals and strategies for increasing student performance on the social studies subtest.	Leois Jamison, MS Dept Chair; Middle School Teachers	9/2008	<p>Targeting students who are a few points from meeting the next level of achievement can improve the school's rating.</p> <ul style="list-style-type: none"> Student who scored 5 – 10 points from the next achievement level will be placed in mentor groups. Mentor groups will meet monthly and folders with meeting dates and discussion notes will be kept on file with the teacher holding the conference. MS Dept chair will review the records monthly to determine progress of the mentoring strategy. Feedback will be given to the teachers. Written reports will be given to the principal. <p>Leois Jamison, MS Dept Chair</p>
All social studies teachers will implement a PASS social studies question of the day to use as a class starter or warm-up activity.	Erich Crosby, Instructional Coach; Donyale Mosley, Asst. Principal; Social Studies Teachers	8/2008	<ul style="list-style-type: none"> Teacher weekly lesson plans will denote the social studies question of the day as a class starter or warm up activity. Teachers will use some of the question of the day items on their daily\ weekly quizzes to make sure students are retaining the information. <p>Teachers will provide feedback with correct responses if students give incorrect answer</p> <p>Social Studies Teachers s.</p>
Students will respond to writing prompt in social studies at least once each week and will receive corrective feedback on their proper use of the writing process.	Social Studies Teachers; Leois Jamison, MS Dept. Chair; Donyale Mosley, Asst. Principal	9/2008	<ul style="list-style-type: none"> Teacher weekly lesson plans will denote the day that the writing prompt will be used. Administrators will monitor lesson plans and observe classes monthly to determine if this strategy is occurring. Conferences will be scheduled as needed. Teachers will grade the writing and give corrective

			<p>feedback to their students.</p> <p>Social Studies Teachers</p>
<p>Teachers will receive Professional Development on instructional approaches and strategies for teaching and learning in their classrooms. (e.g. content delivery, teaching effectiveness, classroom management)</p>	<p>Donyale Mosley, Asst. Principal; A. Pressley, Principal</p>	<p>8/2008</p>	<p>Equipping teachers with the skills that they need will improve the teaching and learning.</p> <ul style="list-style-type: none"> • Using the information collected from professional development needs assessment school and district personnel will conduct weekly training to address teaching strategies. • The administrative team will view lesson plans weekly to determine if the strategies are being implemented. The team will also observe classes and give feedback weekly on the level of implementation of the strategies. • Sign in rosters will be maintained to show teacher participation, and a folder will be maintained which will include examples of problems used, rosters, handouts, etc. from professional development. <p>Surveys will give teachers the opportunity to assess the effectiveness of the training.</p> <p>Principal and Social Studies Teachers</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the principal will provide instructional support to ensure attainment of the student achievement goals.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Implement professional development plan with 100% teacher participation in all scheduled training	District Office Principal	8/2008	<ul style="list-style-type: none"> Using data from teachers' surveys, the principal will create and implement a professional development schedule. Teachers will complete a survey following each week's professional development activity to indicate applications for lesson planning and instruction delivery. Survey results will be analyze bi-monthly and shared with the staff, and used in planning additional activities. District Personnel, Alvin D. Pressley, Principal, North Administrative Team
Administration will follow a weekly observation schedule. Each administrator will conduct 10 observations per week.	Principal	8/2008	<ul style="list-style-type: none"> The principal will develop an observation schedule for all administrators consisting of ten observations per week. Each administrator will conduct formal and informal observations and provide constructive feedback weekly so that teachers are aware of their areas of strengths and weaknesses. Collaborative discussions will be held among the staff as needed to determine if summative evaluations need to occur. Alvin D. Pressley, Principal and North Administrative Team
Allow time for teachers to analyze data for planning in whole group and teams	Principal	8/2008	<ul style="list-style-type: none"> The principal will form data teams with allotted time for weekly data analysis and planning. The analyses will be used to improve instructional

			<p>planning and delivery.</p> <ul style="list-style-type: none"> The data (including grade distribution) will be shared with all stakeholders along with the student achievement goals that have been developed for the school. This will keep everyone focused on the student achievement goals that have been set and adopted by the school. <p>Alvin D. Pressley, Principal, North Administrative Team and Data Teams</p>
Create a master schedule that supports weekly collaborative planning	Principal, Assistant Principal	8/2008	<ul style="list-style-type: none"> The principal will develop a master schedule that indicates additional time set aside time for weekly collaborative and planning. Minutes are to be submitted to the principal. Teams will meet to discuss student progress and needs Weekly lesson plans will be submitted that show focused instructional planning and delivery. <p>Alvin D. Pressley, Principal, North Administrative Team and Guidance</p>
The Principal's Essay Contest will be held quarterly as an incentive for students to use the writing process and writing skills.	English Teachers; Principal	9/2008	<ul style="list-style-type: none"> Teachers will submit essays monthly from their students to the principal. The Principal will select an essay monthly from each grade level submitted by teachers. The essay will be evaluated for content and the writing process skills. Each winner will be awarded a prize during the awards assembly. <p>English Teachers; Principal</p>
Provide classroom sets of high interest/low vocabulary books for students in all content areas to be used during DEAR.	Lisa Cave, Media Specialist; Donyale Mosley, Asst. Principal	7/2008	<ul style="list-style-type: none"> At the beginning of the year, the media specialist distribute classroom sets of books to be used during DEAR time. Administrators will conduct walk-throughs bi-weekly during DEAR time to determine the effective use of this strategy. Written feedback or conferences will be held with teachers who are not effectively using this strategy. <p>Lisa Cave, Media Specialist; Donyale Mosley, API</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, the principal will provide professional development to ensure the attainment of the student achievement goals.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Monitor professional development strategies implemented by teaching staff	Administration Department Chairs	8/2008	<ul style="list-style-type: none"> The administrative team will conduct formal and informal observations weekly and provide constructive feedback in a timely manner. Administrators will take conference notes during the feedback sessions and provide copies to teachers. Each administrator will develop a schedule of revisit dates for follow up. Alvin D. Pressley, Principal and Administrative Team
Provide ongoing professional development to include teacher interests and needs	District Office Principal	8/2008	<ul style="list-style-type: none"> The principal will develop a professional development survey/needs assessment and use the results to help determine additional professional development that teachers need. The principal will monitor the professional development activities weekly and collect feedback from the teachers on the effectiveness of the training. Information from the surveys will be used to plan future professional development activities. Donyale Mosley, API Alvin D. Pressley, Principal
Create data teams to analyze and review student performance to determine the best instructional practices	Department Chairs, SASI Specialist, Principal, Guidance	8/2008	<ul style="list-style-type: none"> The principal will form data teams with allotted time for weekly data analysis and planning. The analyses will be used to improve instructional planning and delivery. The data will be shared with all stakeholders along with the student achievement goals that have been developed for the school. Alvin D. Pressley, Principal, North Administrative Team and Data Teams

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 2009, the district will provide professional development to ensure the attainment of the student achievement goals in reading.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development on differentiated instruction strategies to promote reading.	District Content Specialists	8/2008-4/09	<p>Students who read more read better.</p> <ul style="list-style-type: none"> The Content Specialists will provide professional development on differentiated instruction quarterly that promotes reading across the content areas such as paired reading, guided reading, jigsaw, and questioning. The specialists will distribute a survey so that teachers can reflect on the strategies and determine how they can implement them in their classrooms. During quarterly observations, the specialists will evaluate lessons for implementation of strategies and give feedback to teachers and the principal. <p>Documentation: Handouts, Observations, Lesson Plans Responsible for Documentation: Dr. Cynthia Sanders</p>
Provide professional development on effective comprehension strategies.	Judith Johnson/ELA Specialist . Cynthia Sanders/Team Leader/Social Studies Specialist	8/2008	<ul style="list-style-type: none"> Monthly, Judith Johnson will work with ELA and social studies instructors on the explicit teaching of comprehension strategies such as making predictions, think-alouds, uncovering text structure, summarizing, question-generation, drawing inferences, and visual representations. Focused conversations following teacher observations will allow teachers to discuss the strategies and how they helped in instruction delivery.

			Documentation Sources: Handouts, Coaching Logs, Lesson Plans, Observations Responsible for Documentation: Dr. Cynthia Sanders
Assist teachers with writing effective assessments to improve reading.	District Content Specialists	8/2008	<ul style="list-style-type: none"> Monthly, Judith Johnson and Dr. Cynthia Sanders will work with ELA and social studies teachers to promote backward design techniques such as using guiding question: what is the learning goal/outcome you hope your students will meet? These questions will be used to target reading indicators such as comparing and contrasting ideas across literary texts. Feedback from surveys by teachers will be used to determine future needs and levels of competency. Follow-up will occur with those teachers who show areas of weakness. Documentation Sources: Assessment Samples, lesson Plans, Observations Responsible for Documentation: Dr. Cynthia Sanders

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: : By April 2009, the district will provide instructional support to ensure the attainment of the school's achievement goals in science and social studies.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide training on hands-on activities, including the use of Foss and STC kits.	Dr. Rona Ellis/Science Specialist Dr. Cynthia Sanders/Team Leader	92008	<ul style="list-style-type: none"> Dr. Ellis will work monthly with science instructors in planning more activities to engage students in the learning process. The Foss and STC kits will provide teachers with resources to promote experimentation and scientific inquiry. Dr. Ellis will present demonstrations on the effective use of the kits and observe teachers using the kits. Feedback will be given to the teachers following each observation. Teachers will complete a survey or engage in focused conversation indicating how they will use the kits to promote student engagement and learning. Document Sources: Lesson Plans, Observations, Student projects Responsible for documentation: Dr. Cynthia Sanders
Assist teachers with the integration of technology in the science classroom.	Dr. Rona Ellis/Science Specialist Dr. Cynthia Sanders/Team Leader	9/2008	<ul style="list-style-type: none"> Quarterly, Dr. Ellis will assist science instructors with interactive software to spark student interest in science and provide them with creative ways to teach the academic standards. Dr. Ellis will observe teachers and provide feedback on their effective use of technology in the classroom. Additional support will be given to teachers who need help with the software used to

			<p>improve instruction. Document Sources: Lesson Plans, Observations Responsible for Documentation: Dr. Cynthia Sanders.</p>
Provide training in teaching big ideas and more hands-on activities.	Dr. Cynthia Sanders/Social Studies Specialist	9/2008	<ul style="list-style-type: none"> • Dr. Cynthia Sanders will conduct coaching sessions bi-monthly to assist teachers with “un-packing the standards, working with graphic organizers, and infusing the literacy elements into instruction. • Dr. Sanders will conduct classroom observations to see the effective use of the strategies. Feedback will be given to the teacher and principal. Follow up will be determined by the level of skill attainment that is needed by the teacher. <p>Documentation Sources: Lesson Plans, Coaching Logs, Observations, Student Projects Responsible for Documentation: Dr. Cynthia Sanders</p>

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Accelerated Reader (AR)	Computer based program that personalizes reading practice to each students' current reading level. Students also take quizzes on the books they read.
Curriculum on Wheels (COW)	A comprehensive standards-based curriculum designed to increase achievement that engages students learning through technology that is easy to use.
Drop Everything and Read (DEAR)	Sustained silent reading program for grades 6-8 in all content areas. Students read silently for 15 minutes.
Full Option Science System (FOSS)	Science kits that engage the students in hands on experiences that lead to deeper understanding of the natural world.
Measures of Academic Progress (MAP)	State-aligned computerized adaptive assessments that provide useful data and information about student achievement and growth.
Palmetto Assessment of State Standards (PASS) formerly Palmetto Achievement Challenge Test (PACT)	State level assessments aligned with SC academic standards for each subject and grade level
Reading Quest	Is designed to provide teachers with the philosophical bases for sound comprehension strategy instruction and directions for a range of comprehension and content reading strategies
SCANTRON	Performance Series gives educators an accurate snapshot of students' performance across a range of subjects and skills.
Science and Technology Concepts (STC)	Science kits provide age-appropriate opportunities for children to expand their conceptual understanding of important science concepts, acquire problem-solving and critical-thinking skills, and develop positive habits of mind toward science
Standardized Test for the Assessment of Reading (STAR)	Each assessment provides estimates of students' skills and comparisons of students' abilities to national norms. Students take the assessment and it is scored automatically by the software. Each is intended to aid with developing curriculum and instruction by providing feedback about student, classroom, and grade level progress.
Sustained Silent Reading (SSR)	Students read silently for 15 – 20 minutes.
Benchmark Testing (Anderson Five)	District level assessments aligned with SC academic standards for science and social studies at each grade level (6th, 7th, 8th).